212 Envisaged as an ultimate goal of language reform is
185 the complete Latinization of the Chinese written language. In other words the characters will be replaced by the Latin alphabet. Communist promoters of Latinization often cite Lenin's pronouncement that, "Latinization is the great revolution of the East,"[3] to substantiate their argument.

192 The Communists are trying to cultivate
185 a politically conscious proletariat in China; China's spoken language, as reflected in songs, plays. and speeches, is becoming more proletarian and drifting away from the set phrases and expressions traditionally used by the intellectual class. Extensive use of professional jargon and local expressions is the vogue of the day. Political and scientific terms, particularly those of Russian origin, are apparently on the lips of every Chinese who has had Communist indoctrination.
191 It must be noted that the Communists, in adopting
185 many new terms heretofore unfamiliar to the average Chinese, are aware of the danger of corrupting their language. The People's Daily (the Pravda of China), in an editorial on June 6, 1951, urged the use of correct Chinese and stressed the need for the study of grammar so that " the Chinese language will not become corrupt and impure."[4]

3. John de Francis, Nationalism and Language Reform in China, Princeton University Press, 1950, p. 90.

4. Quoted in Jen-min Chiao-yü [People's Education] , Peking, March 1955, p. 28.

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185 As to the languages of minority nationality groups, the over-all Communist policy is to help them create their own written scripts. The theory is that these people must first be given their own languages; then it will be easier for them to learn Chinese (Latinized Chinese, most probably). In East China, minority nationality groups are more scattered than those in Central-South and Southwest China; there has been no report on Communist attempts to reform the minority languages in this region.

XI. SPEAKERS OF FOREIGN LANGUAGES

• 191 Before 1949, the use of foreign languages, mainly English, was noticed in a few large port cities in East China such as Shanghai, Tsingtao, and Amoy. Contact with English-speaking people in such cities and inclusion of English in school curricula accounted for the popularity of English. However, with the exception of a few foreign missionary schools in which English was emphasized and taught by native speakers, instruction in English in the schools did not amount to much. This was true even of the colleges of the region. Although some college students could manage to read a publication in English with reasonable ease they could hardly converse in it. Generally speaking, it may be safely assumed that about one-tenth of the secondary school graduates and possibly one-third of the college graduates could read English, although not without some difficulty. The over-all percentage of those who could speak it would be even smaller.

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The Communist policy is to discourage the use of English or any other Western language except in advanced and specialized studies. But as late as 1953, knowledge of simple English was still required for enrollment in colleges.[11] It appears reasonable to assume that the number of senior middle school and college students able to read or speak English has not changed much. Foreign language instruction has been eliminated from the junior middle school and primary school curricula.[12] Although the study of Russian has been encouraged by the Communists, it is doubtful if much has been achieved during the past five years.

There is no statistical information on the number of people able to read or speak English in East China, but if the curricula[13] for senior middle schools and colleges are any indication then there could not possibly be more than 70,000. As to the number of people in this region who can speak or read other Western languages, there is even less information to serve as a basis for conjecture.

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11. I-chiu-wu-ssu-nien T'ou-k'ao Ta-hsüeh Chih-tao [Guide to Taking College Entrance Examinations in 1954] Hong Kong, Hsüeh-sheng shu-tien 1954 pp. 98-100.

12. Wu-nien-lai Ti Kung-fei Chiao-yü Kung-tso [Communist Education in the Past Five Years], Taipei, Sixth Section, Central Committee, Nationalist Party, 1955, p. 16.

13. Total number of senior middle school graduates in China from 1949 to 1953 was 216,000. It is believed that of this number no more than one-third could be in this region. People's Handbook, 1955, pp. 571-73.

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B. Ideological Orientation and Its Effect on the People's Attitudes

The ideological orientation of the Communist educational system is seen in the basic policies and the major movements instituted in Chinese education during the past five years. Through "education" the Communist expect to teach the Chinese people to hate "American imperialism" and to respect the Soviet Union as "the leader in the revolutionary bloc of nations." The social sciences taught in schools are oriented on the basis of Russian socialism, "because China must learn from the Russian revolutionary experiences." In technical courses Russian techniques are singled out as "advanced experience." Hostility toward all non-Communist traditions and ideals is stressed. Any person, Chinese or foreign, who is not sympathetic toward Communism is assumed to be either an actual or potential enemy, and is to be treated as such.

There is a lack of subtlety in the Chinese Communists' attempt to reconcile their theory of patriotism with their pro-Russian propaganda line. When they directed the teachers to abandon the use of English except in foreign language classes, they defended their position by saying that Russian would be taught in certain schools in order to expedite the process of translating certain Russian works into Chinese, but that even this practice would be terminated as soon as the goal was attained.[65]

65. People's Education, Feb. 1952, p. 7.

876 Since learning a foreign language is no easy
191 matter, the substitution of Russian for English has been a controversial point and may remain an unresolved issue of the Communist ideological orientation in education.

C. Inadequacies in Communist Education

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Lack of teachers, as has been noted, will continue to hamper the development of education and the improvement of the standards of the school in East China. Lack of educational equipment can only be partially solved by improvisations. In this regard, East China appears to be better off than Central-South or Southwest China. The large-scale construction of school buildings has begun in Hangchow and Shanghai.[66] Lack of financial support for students will cause many to abandon their education, and it is doubtful if government subsidies are sufficient to help many students. Above all, the lack of well-trained administrators will be the greatest obstacle to the Communists' efforts to achieve progress in education.

Despite Communist efforts to run the schools according to a centralized plan, the lack of a clear-cut policy leads to the "piracy" of teachers and students. Government agencies in need of technical personnal often call away teachers or students without notifying school authorities. Although there is no recent information on this practice, the situation was serious enough in 1951 for the Government Ad-

66. Kuang-ming Jih-pao [Enlightenment Daily], Peking, November 26, 1954, p. 3.